



ESTILL COUNTY 2017

Horizon Goal: By 2020, a district-wide systems approach to school improvement will be developed for positive impact on student achievement and sustainability of the work.

- Increase the percentage of students scoring proficiency in elementary for reading from 38.4% to 67.9%, middle school for reading from 43.4% to 70.8% and high school for reading from 51.25 to 70.2% by 2019.
- Increase the percentage of students scoring proficiency in elementary for math from 39.5% to 65.8%, middle school for math from 40.0% to 68.6% and high school for math from 34.5% to 66.9% by 2019.
- Decrease the percentage of students scoring novice in elementary for reading from 31.8% to 15.9% by 2020.
- Decrease the percentage of students scoring novice in middle school for reading from 34.9% to 17.45% by 2020.
- Decrease the percentage of students scoring novice in high school for reading from 38.3% to 19.15% by 2020.
- Decrease the percentage of students scoring novice in elementary for math from 28.2% to 14.1% by 2020.
- Decrease the percentage of students scoring novice in middle school for math from 17.5% to 8.75% by 2020.
- Decrease the percentage of students scoring novice in high school for math from 21.8% to 10.9% by 2020.
- Increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0%, middle school for reading from 47.3% to 67.1%, and high school for reading from 45.5% to 66.0% by 2019.
- Increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary math from 38.8% to 61.8%, middle school for math from 44.2% to 65.1%, and high school for math from 43.3% to 64.6% by 2019.
- Increase the percentage of students identified as college and/or career ready, from 76.9 to 100 by increasing 5.8 each year to reach a target goal of 100 by school year 2020.
- Increase the graduation rate by 0.3% to 98.5% this year with our long range goal of reaching 100% by 2020.

180 Day Goal:

- Increase the percentage of students scoring proficiency in reading for elementary from 38.4% to 55.0%, middle school from 43.4% to 59.1% and high school from 51.2% to 58.2% by 2017.
- Increase percentage of students scoring proficiency in math for elementary from 39.5% to 52.1%, middle school from 40.0% to 56.0% and high school from 34.5% to 53.7% by 2017.
- To reduce the percentage of students scoring novice in reading for
 - Elementary from 36.2% to 25.44% by 2017
 - Middle School from 35.8% to 27.92% by 2017
 - High School from 38.6% to 30.64% by 2017
- To reduce the percentage of students scoring novice in math for
 - Elementary from 26.5% to 22.56% by 2017
 - Middle School from 20.3% to 14.0% by 2017
 - High School from 17.3% to 15.7% by 2017
- Increase the percentage of students in the non-duplicated gap group scoring proficiency in reading at the elementary level from 30.2% to 49.5%, middle school level from 35.4% to 53.9%, and high school from 42.5% to 53.3% by 2017.
- Increase the percentage of students in the non-duplicated gap group scoring proficiency in math at the elementary level from 29.7% to 46.5%, middle school level from 32.2% to 51.1%, and high school from 27.7% to 50.4% by 2017.
- Increase the percentage of students that are College and Career Readiness by 5.8 percent in 2016-17 from 76.9 to 82.7.
- To increase the graduation rate from 98.2% to 98.5% for 2017.

Big Rock: Proficiency

Fully Implemented

Partially Implemented

Not Implemented

In 30 Days, we will know that we are successful when:

- District reading and math curriculum aligned to KAS
- District science curriculum K-12 aligned to the NGGS
- Completed instructional rounds at 100% of individual schools.

The Measures/Evidence we will use are:

- Agendas and minutes of District Instructional Core Team meetings
- Feedback from instructional rounds problem of practice
- School's 30-60-90 day plans
- Schedules and timelines
- Curriculum documents

CDIP	30 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication
PROF 1.1	District Instructional Core Team will meet to monitor progress on completion of reading and math curriculum documents and develop actionable items to communicate to school leadership to address in their 30-60-90 day plans	Lisa Reece	Jan. 26	Emails, District Leadership Team PLC meetings
PROF 1.3	Develop a timeline for science curriculum work to occur over the summer.	Lisa Reece Teresa Miller-Ruiz	Jan. 31	Emails, District Leadership Team PLC meetings
PROF 1.3	District team attends training on new science assessments and communicated to District Leadership Team	Lisa Reece Teresa Miller-Ruiz	Jan. 5 and Jan. 24	Emails, District Leadership Team PLC meetings
PROF 2.1	Provide training on instructional round protocol for district team.	Tonya Isaacs	Jan. 12	Emails, District Leadership Team PLC meetings

PROF 2.1	Develop schedule for instructional rounds at each individual school	Lisa Reece	Jan. 12	Emails, District Leadership Team PLC meetings
PROF 2.1	Develop district walkthrough instrument	Lisa Reece Linda Rains	February 1	District Leadership Team PLC Meeting

30 Days Jan. 3 – Feb. 14

Big Rock: Novice Reduction

Fully Implemented

Partially Implemented

Not Implemented

In 30 Days, we will know that we are successful when:

- We will know we are successful when data indicates there is a decrease in the percentage of students scoring novice in reading and math
- When 80% of our students are 80% successful in Tier 1

The Measures/Evidence we will use are:

- Formative data plotted on charts towards yearly goal
- High yield strategies observed in instructional rounds, observations, walk-through data
- School's PLC protocol/planning process
- District PLC Leadership agendas/minutes

CDIP	30 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication
NR 1.1	District Core Team will develop/create protocol to be used in PLC Leadership meetings.	T. Miller-Ruiz	12-27-16	Emails, Face-to-face meetings
NR 1.1	District Core Team creates "resource" file for Leadership PLC, which will include standards, high yield instructional strategies, etc.	T. Miller-Ruiz	1-6-17	Emails, District PLC Team meetings

NR 1.1	District Core Team will model created Leadership PLC protocol for District PLC	T. Miller-Ruiz	1-6-17	Emails, District PLC Team meetings
NR 1.1	District Core Team creates timeline for dates and data points to be progress monitored through plotting formative data points.	T. Miller-Ruiz	12-27-16	Emails, District Core Team meetings
NR 1.1	Create formative data charts for all schools in ELA/Math for principals to chart data points	T. Miller-Ruiz	2-3-17	Emails, District PLC Team meetings
NR 1.1	School Leadership plots formative data points on chart and actionable next steps created for school's 30-60-90 day plans	T. Miller-Ruiz	2-3-17	Emails, agenda, District PLC Team meetings
NR 1.2	District Instructional Core Team monitors individual 30-60-90 day school plans and determines needs within the district to be addressed in District PLCs	T. Miller-Ruiz	1-19-17	Emails, District Core Team meetings
NR 2.1	Research and select high yield instructional strategies for professional learning	T. Miller-Ruiz	1-12-17	Emails, District Core Team meetings
NR 2.1	Model 1-2 high yield instructional strategies during professional learning for leaders for implementation at school level	T. Miller-Ruiz	2-1-17	Emails, District Core Team meetings

30 Days: Jan. 3 – Feb. 14

Big Rock: Gap

Fully Implemented

Partially Implemented

Not Implemented

In 30 Days, we will know that we are successful when:

- A district-wide system of interventions based on the Kentucky Systems of Interventions (KSI) is developed, implemented and it is clearly communicated to 100% of schools.
- 100% of students on the CUSP show growth to next performance level

The Measures/Evidence we will use are:

- District wide intervention system

- Agenda/minutes from District Track Team
- School's 30-60-90 day plans
- School's "name and claim" list

CDIP	30 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication
GAP 1.1	Establish the District Track Team and communicate the intent and date of first meeting.	M. Snowden	1-4-17	Emails
GAP 1.1	Hold first District Track Team meeting to set purpose and communicate expectation of team. Schedule follow-up meeting dates.	M. Snowden	1-10-17	Email, Agenda/minutes, face-to-face
GAP 1.1	Follow up meeting schedule with whole team to determine roles and responsibilities of members.	M. Snowden	1-17-17	Email, Agenda/Minutes, face-to-face
GAP 1.1	Contact KyCID representative to meet with District to discuss PBIS to become a KyCID District	M. Snowden	1-23-17	Email, Agenda/Minutes, face-to-face
GAP 1.1	District Track Team will create a district wide plan of interventions for behavior, academic, and social-emotional needs of students.	M. Snowden	2-13-17	Email, Agenda/minutes, face-to-face
GAP 2.1	Communicate expectation for first monitoring of CUSP students to all school leadership through District PLC meetings.	M. Snowden	2-3-17	Email, Agenda/minutes, face-to-face

30 Days: Jan. 3 – Feb. 14

Big Rock: CCR

Fully Implemented

Partially Implemented

Not Implemented

In 30 Days, we will know that we are successful when:

- New vision/mission/belief statements are adopted by district and communicated to all stakeholders
- Schools vision/mission/belief statements are aligned to district V/M/B
- District has developed and implemented a plan for K-12 for career exploration and preparation

The Measures/Evidence we will use are:

- Vision/Mission/Belief statements
- Schools aligned to the vision/mission/beliefs
- 30-60-90 day plans
- Agenda/minutes
- District and school plans for implementing ILP through advising and guidance process

CDIP	30 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication
CCR 1.1	District meeting with C. Spangler to frontload for vision/mission/belief work	Charlotte O'Bryan Teresa Miller-Ruiz	1-10-17	Email
CCR 1.1	Create timeline for meetings with all stakeholders for development of vision/mission/belief	Charlotte O'Bryan	1-10-17	Email, Face-to-face

CCR 1.1	Determine stakeholders	Charlotte O'Bryan	Tentative date 1-20-17	Email, invitations
CCR 1.1	Send invitations to stakeholders	Charlotte O'Bryan	2-6-17	Email, mail
CCR 2.1	District Instructional Core Team will monitor ILP completion reports	C. O'Bryan	1-19-17	Email, agenda/minutes

30 Days: Jan. 3 – Feb. 14

Big Rock: Graduation Rate

Fully Implemented

Partially Implemented

Not Implemented

In 30 Days, we will know that we are successful when:

- Schools use the Persistence to Graduation tool to determine students at “risk” of failing or dropping out
- Schools develop actionable next steps in 30-60-90 day plans
- Schools provide interventions for “at-risk” students and monitor through PDSA model
- At least one National Board Certified teacher at each school
- KY-TELL survey shows an increase in the perception that teachers are involved in decision making at their schools
- National Board Certified teachers are members of leadership teams at each school

The Measures/Evidence we will use are:

- 30-60-90 day plans
- Agenda/minutes
- Decrease in numerical value of “risk factors” reported for students on Persistence to Graduation Report
- KY-TELL survey
- National Board Certified Certificates

CDIP	30 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication
GRAD 1.1	Print the Persistence to Graduation Report and communicate to schools	T. Isaacs	1-23-17	Face-to-face, email
GRAD 1.1	District Instructional Core Team will review report to identify next steps to monitor students that are “at-risk”	T. Isaacs	1-26-17	Agenda/minutes
GRAD 1.1	Create district monitoring tool for students who are “off track” for schools to report to the District Leadership Team	T. Isaacs	2-3-17	Emails, Face-to-face
GRAD 1.1	Model analysis of the Persistence to Graduation Report to District Leadership team(Schools report on 2-17-17)	T. Isaacs	2-3-17	Agenda/minutes, email
GRAD 1.1	School Leadership will use data from the PtG and Early Warning to designate all students into a tier and identify those in “Intensive(5%) and Targeted(15%) tiers.	T. Isaacs	2-3-17	Emails, Face-to-Face
GRAD 1.1	Develop district wide resources/supports available that can be utilized to support students in top 2 tiers (targeted and intensive)	T. Isaacs	2-3-17	Emails, Face-to-Face
GRAD 2.1	Survey teachers who are candidates for National Board Certification to determine current level of support needed by the district	T. Isaacs	1-13-17	Email, survey monkey
GRAD 2.1	Analyze survey results and communicate to District Instructional Core Team	T. Isaacs	1-16-17	Email
GRAD 2.1	Survey all teachers to determine level of leadership capacity within the district	T. Isaacs	1-27-17	Email, survey monkey

60 Days: Feb. 3 – March 27

Big Rock: Proficiency



In 60 Days, we will know that we are successful when:

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The Measures/Evidence we will use are:

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CDIP	60 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication

60 Days Feb. 14 – March 27

Big Rock: Novice Reduction

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60 Days: Feb. 14 – March 27

Big Rock: Gap

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60 Days: Feb. 14 – March 27

Big Rock: CCR

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CDIP	60 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication

60 Days: Feb. 14 – March 27

Big Rock: Graduation Rate

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CDIP	60 Day Action Strategies	Who is on point? Which team monitors/supports?	Deadline	Plan for Communication